MODULE

TEACHING OF ENGLISH FOR CLASSES IX-X

S.E.T

FOR

MASTER TRAINERS/TEACHERS

(IN SERVICE TRAINING PROGRAMME)

DIRECTORATE OF CURRICULUM &
TEACHER EDUCATION
NWFP ABBOTTABAD

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FOREWORD

Directorate of Curriculum & Teacher Education, NWFP. Abbottabad is launching a comprehensive programme of in-service through out the province for all subjects/categories for the classes 6th to 12th under the title "Teacher Training Programme" scheme Improvement of Learning Environment For Quality Improvement for the year 2002-2004 as per policy of the Govt of NWFP, School & Literacy Department, Peshawar. The prime focus of this manual is training delivery effectively. There are two approaches to teacher's professional development, the carporate approach and the individual one, but in this guide book attempts are made to link the both practically.

To make the INSET Programme more effective and successful a "Survey Study" has been conducted to collect the feed back, needs of the learners, requirements of the teaching staff and desires of the concerned managers through, interview/questionnaires, survey form and classroom observation forms. Sample for the study was selected a few middle and secondary/Higher Secondary schools (Girls boys urban & rural).

The study was conducted by the Deputy Director (Training) and Subject Specialists of this Directorate.

In the light of above information & facts training strategy and instructional material has been developed to improve the learning environment for quality improvement through the innovative methodology and pedagogical techniques.

Instructional material consists on training manual for lead trainers & field trainers for delivery of training effectively and modules for each subject (VI – XII/Science/Arts) to facilitate the field Trainers as well as trainees of all categories (SS, SET (Science/Arts), CT, AT, TT).

The training manual comprises two parts, one for Subject Specialists training imparted by PITE and the other one for SET/CT/AT/TT training imparted by RITEs NWFP.

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INTRODUCTION.

Teaching is imparting instruction or guiding the students in classroom situation. It implies the interaction between the teacher and the taught, preparation and planning of the lesson, collecting necessary instructional material i.e. A.V.aids.

There are many methods and techniques for teaching any lesson effectively. All are best with their approach; but at the same time no method is self-sufficient. Now what is the best? The answer is through which you can achieve your objectives. The best approach for teaching is an eclectic approach where the teacher combines more than one method in teaching a particular content. So it can be said that the final decision is always with the teachers who can decide which method or technique is appropriate for the content of their lessons.

The present government has launched reforms in the education sector. Ten RITE Institutes have been established in the province. The basic function of these institutes is to provide in-service teacher training to all the serving teachers of the government institutes.

For this Directorate of Curriculum and teachers Education (DCTE) NWFP Abbottabad has designed the whole procedure for the training of in-service teachers. The initial step of this is module developing. The basic aim of these modules is to provide guidelines for the trainers and teachers. They are expected to follow the pattern of effective teaching to create effective learning environment as provided in this module. This module is not written in accordance with any specific method of teaching. An eclectic approach has been applied in this module. The passivity of students has been removed by involving them into the teaching process.

In all lesson plans there are brainstorming activities. Sometime students are involved through their personal experiences; sometime through their discussion about the topic, and sometime through writing the topic on the blackboard.

The logical sequence of the activities is maintained in this module but without traditional steps of lesson planning. The most important characteristic of this module is utilization of easily available resource material.

In all activities the work of teachers have been minimized. His role is just of a facilitator and guide. Most of the work is done by the learners.

The contents of this module have been taken from the hard areas found in the stu taken by DCTE NWFP Abbottabad. These contents are: -

1. Teaching of Poetry (Daffodils)
2. Teaching of Prose (Shah Waliullah)
3. Teaching of Tenses (Present Indefinite Tense)
4. Teaching of writing story(The Grapes are sour)
5. Teaching of writing a letter
6 Teaching of writing Composition
7. Teaching of Probe (The Computer)
8. The Maize Crop.

In all these above contents, the activities are designed keeping in view the limitation teachers i.e. financial, skills and time. In short it can be said that innovation is made. There always a need for further improvement. It is expected the trainers, keeping in mind tl objectives of any content, will made some further improvement and any suggessions in th regard is welcomed.

Objectives

After study of this module you will be able to: -

1. Guide the trainers for imparting effective training.
2. Plan effective lesson plan.
3. Facilitate the teachers for effective teaching and meaningful learning.
4. Create learning environment more effective and interesting in the classroom.
5. Involve the learners in the process of learning actively.
6. Use the available resources material for teaching.
7. To apply the techniques for enabling learning:-

   (i) To understand spoken English
   (ii) To read with comprehension
   (iii) To speak English.
   (iv) To write English.

CONTENT: **TEACHING PROSE.**

CONCEPT: **SHAH WALIULLAH**

Objectives

At the end of lesson students will be able to: -

1 Read the lesson with required pronunciation and good intonation.

2 Tell about the personality of SHAH WALIULLAH, and his services for Muslims community.

3 Narrate one of the uses of Past Simple Tense.

4 Comprehend and summarize the passages.

MATERIAL REQUIRED

1. Textbook
2. Flash cards with written question
3. Blanks
4. Duster
5. Chalkboard and chalks.

CONTENT

SHAH WALIULLAH was a scholar and a Sufi of great learning well known through out the Muslim world. He was born in Delhi in 1703. His father, SHAH ABDUR RAHIM, was respected for his knowledge. SHAH WALIULLAH got his religious education from MADRASSA RAHAMIYA, founded by his father. He learnt the Holy Quran at the age of seven. He learnt Arabic and Persian in the next three years. At the age of fifteen, he studied medicine, Philosophy, religion and other Sciences.

He Performed HAJ at the age of twenty-eight. His stay in Makkah gave him a spiritual depth, which changed his outlook completely. He decided to reform Muslims and guide them toward true Islam and remove false beliefs and superstitions from Muslims, he started his career as teacher at Madrassa Rahimiya. He translated the Holy Quran from Arabic into Persian for the common man to understand. He wrote many book. [illegible] xplain his message. In these books he stated the causes of down fall of Muslims; their backwardness economically; and the forgotten spirit of Jehad.

He wanted to remove social and moral evils. He says that the difference between the rich and the poor, the high and the low is all man-made and God does not like it.

When SHAH WALIULLAH realized that MUGHAL EMPIRE has become very weak. The MUGHAL KINGS and the AMIRS had no power to defend the Kingdom against the Marathas. SHAH WALIULLAH understood it. He requested Ahmed Shah Abdali of Afghanistan to come and save the kingdom of the MUSLIMS from the Maratha invasion Ahmed Shah Abdali defeated Marathas at Panipat in 1761. The weak Mughal ruler gained power again.

SHAH WALIULLAH died in 1762 AD.

METHODOLOGY

Activity-I

1. Ask the students to think about their favourite personality of Sub-Continent for two minutes.

2. Ask a few students to tell about their favourite personalities.

3. Give brief description about the personality of SHAH WALIULLAH.

4. Write all the key words on the blackboard or stress these words during oral work e.g.

   "Respected through out the world-Scholar and Sufi of great learning-born in Delhi in 1703, SHAH ABDUR RAHIM-Madrassa Rahimiya-seven years of age, Holy Quran-performed Haj at the age of 28 years died in 1762.

Activity 2

1. Ready the passage with correct pronunciation and good intonation.

   " Shah Waliullah is respected through.....................................
   He came back from HAJ in 1732.

2. Ask two or three students to read.

3. Write the mispronounced words on the blackboard and correct their pronunciation with the help of students after their reading.

4. Ask the students to highlight the difficult words of the passages.
   Ask them to work in pairs and guess the meaning of difficult words. Ask a few students to tell the meaning of difficult words.

5. Explain the difficult words on the blackboard with different techniques.

   Respected................ Honoured, admired, regarded.
   Learning.................. Knowledge, Studying, Schooling,
   Famous.................... Well-Known, Popular, famed, noted
   Ability..................... Capability, Power, Expertise.
   Institutions............... School, College, Organization.
   Learnt...................... Grasped, Master, became competent.
   Perform.................... Do, carryout, fulfill,
   Impression................ Feeling, notion, idea, fancies.

6. Translate the passage into idiomatic Urdu. Don't translate himself. Just throw the sentence toward students for translation; only facilitate and help them if needed.

ACTIVITY.3

1. Ask the students to underline the sentence of passive voice.
   SHAH WALIULLAH is respected through the Muslim World...etc.

2. Ask the students to discuss the Tense' in these sentences i.e. past Indefinite Tense.
3. Ask them to convert them into active voice if possible.
4. Ask a few students to tell the sentences.

ACTIVITY .4

1. Divide the students into suitable groups.
2. Ask the students to highlight the verbs and try to write their nouns, e.g.

   Left................
   Born............... Birth
   Founded.......... Foundation
   Learnt............. Learning
   Studied............Study
   Taught.............Teacher, Taught,
3. Ask a few members to tell the nouns of the verbs.
4. Write these on the blackboard.

Activity -5

1. Distribute flash cards of questions among the students.
2. Ask them to write the answer of these questions. These questions are: -
   - i. When and where was SHAH WALIULLAH born?
   - ii. Where was SHAH WALIULLAH educated?
   - iii. What is the message of SHAH WALIULLAH?
   - iv. When did SHAH WALIULLAH Perform HAJ?
3. Ask the student to read the question first and then read the answer
4. Write the answer on the blackboard.

SELF-ASSESMENT

1. Complete the following blanks written on the flash cards.

   a. The past participle form of 'is' is_________________.

   b. Shah Abdur Rahim was the_____________ of Shah WALIULLAH.

   c. SHAH WALIULLAH learnt ______and _______languages.

   d. The adjective of 'beauty' is _________________.

2. Assign a task of writing at least ten sentences about " SHAH WALIULLAH"

COTENT: TEACHING PROSE

CONCEPT: THE COMPUTER

Objectives:-

At the end of the lesson, students will be able to: -

1. Read the lesson with correct pronunciation and good intonation.
2. Introduce the different parts of the computer.
3. Narrate advantages and use of the computer.
4. Write the summery of the lesson.
5. Translate into ideamatic Urdu.

MATERIAL REQUIRED

1. Picture of the computer and its parts (if possible then physically computer),
2. Text Book
3. Blackboard
4. Charts
5. Flash Cards.
6. Chalks

CONTENT

Computer is one of the most important wonders of the modern science. Basically it is a machine operated by electricity or battery cell. It can add, subtract, multiply and divide. It works like human mind. It is like a brain of human being but it works faster then it.

It consists of three main parts.

1. CPU (Central Processing Unit)
   It is the brain of the computer.
2. Monitor.
   The basic function of monitor is to display the massage on its screen given by CPU.

3. Key Board.

Similarly the above said parts are called hardware of the computer. The other part is called Soft – Ware. It is the Programme for the operation of its function i.e.Inpage,Window95, Window97 etc.

Computer is used in all walks of life. Every department needs computer for its plain working. It is used in offices, airports, scientific Laboratories, and other places. It has made possible to explore the universe. It is used in space travel. So without computer the life is incomplete.

METHODOLOGY

Activity-I

I). Ask questions about computer.

a. Have you seen a computer?

b. Has any one of you operated a computer?

c. How does it work?

II). After having the answers of questions from the students, tell the summary of the lesson to the students.

III). Write down all the keywords on the blackboard used in the oral work.

Activity 2

1. Read aloud the passages of the lesson with correct pronunciation and good intonation.
2. Ask two or three students to read with required pronunciation.
3. Write all the mispronounced words on the blackboards after their reading.
4. Pronounce these words correctly with the help of students.

Activity 3

I. Divide the students into suitable groups.
II. Ask them to highlight all the difficult words.
III. Encourage them discuss and ask the meanings of difficult words from each other.
IV. Explain the difficult words on the blackboard by using different techniques that is by telling their antonyms, synonyms or use in sentences; even translation in mother tongue is also allowed.
V. Translate the passages into idiomatic Urdu. Here don't translate himself. Throw the sentence towards students for the translation. Just play the role of a facilitator.

Activity 4

1. Divide the class into four suitable groups.
2. Assign different task to different groups.

I. Ask Group-1 the students to highlight the verbs used in the lesson and write their three forms i.e. present, past, past partic:
II. Ask Group-2 the students to prepare the true/false question from the lesson.
III. Ask Group-3 to write the answer of the questions.
1.Define a computer?
2.What are the advantages of computer?
3.Why are computers called electric brains?
IV. Ask Group-4 to write a paragraph of at least ten sentences about computer.
V. Invite group leaders to present their work
Help and facilitate their work.

SELF-ASSESMENT

Distribute the flash cards with following questions. Direct the students to write their answer

1. Define a computer?
2. What are the advantages of computer?
3. What are the different parts of the computer?

CONCEPT: THE MAIZE CROP

Objectives

At the end of the lesson, students will be able to: -

1. Read the paragraphs with required pronunciation and proper intonation.
2. Tell about the ways of corn-cobs or corn grains used.
3. Tell the advantages of maize.
4. Summarize the passage.
5. Translate the passage into Urdu.

MATERIAL REQUIRED

1. Maize Bread
2. Maize-Cobs
3. Maize grains
4. Maize flour
5. Color pencil
6. Textbook
7. Chalkboard
8. Duster.

CONTENT

Maize is a well-know crop in Pakistan. It is eaten for change. Maize Cobs are boiled in water, baked in sand and grilled on a coal fire and then eaten. Another method is that of "dada" and "Dona," in which cobs are put in bonfire without peeling off their skin. The place where cobs grains are grilled is called "but" in local dialect. The grains are also broiled on bread-cooking disc in Pakistan with butter. Maize flour is used in chapli kabab. It is used as flour in cakes and as cornflakes in breakfast in America. It is grown mostly in hilly areas of our country. Maize yields oil, which recommended for heart patient by doctors. Maize is also used in preparing, synthetic rubber, soap and glycerine. This plant has many varieties. It can grow in any area safe from frost. In Pakistan it is grown in summer.

Activity-2.

1. Ask the student to underline the verbs used in the paragraph.
2. Ask them to write the their present, past, past participle form while working in pair
3. Invite a few members of the pair to tell the verbs and their form.
4. Write all the verbs and their forms on the black board e.g.

   Is,--- was,---been
   Eat---ate-----eaten
   Use—used—used
   Bury---buried---buried
   Bake----Baked----Baked
   Practice----Practiced-----Practiced
   Put-----Put----Put
   Separate-----Separated-------Separated
5. Summarise and ask the student to use these verb in sentence at home.

Acitivity-3

1. Ask the students to high light the uses of maize.
2. Invite a few students to tell the different uses of maize.

e.g.

   i. It is used in maize bread.
   ii. The maize cob is boiled in water, salted and eaten.
   iii. It is buried in hot sand and baked slowly.
   iv. It is grilled on coal fire.
   v. The grains are separated and broiled in sand.
3. Write the different uses on the blackboard.
4. Summarise this activity.

Activity-4.

1. Distribute flash cards of question among different pairs.

2. Ask them to write the answer of the given questions.

   1. Do people use maize as daily good?
   2. How is maize cob used?
   3. How are the grains broiled?
   4. For what 'Niney' is used in Pashto?

3. Invite a few group leaders to read the question first and then answer. Write the answers on the blackboard.

4. Summarise this activity.

Activity-5.

1.Ask the students to underline the adjectives used in this paragraph, and Write their degrees e.g.

Rich-------Richer--------Richest
Popular---More Popular------Most Popular.
Many-----More-----------------most
Hot-------Hoter----------------Hotest

Delicious--------More Delicious--------Most Delicious

3. Invite a few students to tell the adjective to class.
4. Write adjective and their degrees on blackboard.
5. Discuss these adjectives with students.

SELF ASSESMENT

Distribute flash card of question and ask them to write their answer:-

1. Where is maize grown?
2. What is 'doma' or 'dada'?
3. What are popcorns?
4. Where is maize used as daily food?

Content: **Teaching Poetry Comprehension and summary.**

Concept: **"DAFFODILS "**

Specific Objectives/Conceptual Objectives.

Having gone through the lesson, taught will be able to: -

1. Read the poem with correct pronunciation and intonation.
2. Comprehend the theme of the poem.
3. Tell the figures of speech used in this poem.
4. Reproduce the lines orally from the relevant poem.

Material Required

1. Text Book of English for class nine.
2. Picture of daffodils. (If possible)
3. Color pencils, blackboard, chalks, and duster.

CONTENT

William Words-worth.

1. William Words-worth is a romantic poet. He is considered a giont in romantic poetry. Basically Words worth is a poet of Nature. He is in deep and emotional love with natural objects. Most of his famous poems are about the common objects like Solitary Reaper, Lucy Gray, Daffodils, Sonnet. Composed upon the Westerminstre Bridge etc.

   These common objects always inspired him. He observed the divine in all these objects. So these common objects becomes the source of inspiration for him. This portion of his poetry touches the heart of the readers.

Mode of the poet.

In the beginning, the poet is lonely and sad. He is wondering alone in the surrounding of the native land. All of sudden he noticed a host of daffodils. These daffodils are beneath the trees and were moving to and for with breeze. He compares the beauty of these daffodils with the beauty of stars shining and twinkling on the sky Then he tells about the pleasure that he has sorted from these daffodils.

But again his mode becomes sad when he leaves that place. But the memories of these daffodils refresh his mind and give him joy.

Use of imagery in the poem.

In this poem, we have the use of simile. Simile is basically a comparison of the things e.g. He is brave as like a lion. Here first of all he use " as clouds" for himself. Similarly we have "as star that shine and twinkle on the Milky Way".

2. Rhyming Scheme.

Here the rhyming scheme of stanza is ab ab cc. This means that last words of first, second, third forth, faith and sixth lines are cloud, hills, crowd, daffodils, trees, breeze respectively. So the sound of first and third is same the sound of third and fourth is same and the sound of fifth and sixth is some.

Methodology.

Activity I

1. To relate the personal experience of learners with new content, ask the students/ learning to think about any sight, any incident which has impressed them in their lives for two minutes.
2. Ask some of the students to narrate their experiences in the class.
3. Then tell the taught that poet has also one interesting experience which he has shared with us in the Poem "Daffodils".
4. Read aloud the poem with correct pronunciation and good intonation from the chart.
5. Then read again the poem.
6. Then ask the students to sing the poem with you and how do they find the poem after the singing.
7. Ask the taught to go through silent reading while highlighting the difficult words Instruct the learners to guess the meaning of difficult words and discuss with each other working in pairs or group of three.
8. Then explain the meaning of difficult words with the help of students on the blackboard through different techniques i.e. telling antonyms, synonyms etc.
9. Tell them about figurative language of poetry by giving different examples e.g. as a cloud, like stars, etc

Activity 2

1. Ask the students to discuss in groups the rhyming word and write down the rhyming words for the following words.
   Lonely
   Cloud
   Host
   Shine
   Way.

2. Invite member of different groups to present these words.

3. Write all the elaborated word on the blackboard e.g.
   Lonely- Only, bravely, mainly...................
   Cloud..

Activity 4

1. Ask students to highlight the figures of speech used in the poem.

2. Invite any member of group to present these.

3. Summarise this activity

Activity 5

1. Ask the students to work in-group and complete the verse.

2. Invite group leaders to present their work.
   I wondered lonely as........................
   ....

3. For the encouragement of students compose all the verses of groups on a chart and paste or hang it in the classroom.

Self-Assessment.

Ask the following question from the students.

1. Why does poet like daffodils?

2. With what things does word worth compare the daffodils?

3. The rhyming words for host are.........

4. He is lion (figure of speech)

Content:-Teaching Of Exercises effectively

Concept: Exercise at page 55 of Text Book for 9th Class.

Objectives

At the end of the lesson student will be able to: -

1. Answer the given questions given at page 55 of Text Book for 9th class.
2. Write the nouns of the following verbs.
   Sit, move, lose, do, and bear.
3. Fill the blanks with correct words given in the exercise of the Text Book.

Material Required.

1. Textbook
2. Flash cards of the questions
3. Chart of blanks
4. Blackboard.

Concept/Content.

Teaching exercise effectively has been the problem for teachers. Different teachers are applying different techniques. But in this lesson an effort is made to teach exercise in active learning environment. Here students are actively engaged in learning process.

1. For answering the questions, go through the whole lesson "Shah Waliullah"

2. This is vocabulary building exercise, the given verbs are: -

Sit, move, lose, do, and bear,

The nouns of these words are

Seat, movement, loss, deed, birth.

3. In this exercise the blanks are given you have to fill the blanks with given words. These are; -

1. Latif threw the ball through a window

(Through, threw)

2. As I have been ill for a week
I am still Weak
(Weak, Week)

3. The wound in his heel was slow to heal
(Heal, heel)

4. Aslam will _______ me at the corner of the ______ market.

(Meat, meet)

5. The horseman gaily rode down the road

(Rode, road)

Methodology.

Activity I

1. Divide the students into groups.
2. Give two questions to each group for writing the answers of the given questions. Encourage them to discuss with each other for writing the answers of the questions.

Question are:-

a)

1. When and where was Shah Waliullah born?
2. When was the battle of Panipat fought between the Marathas and Ahmad Shah Abdali?

b).

1. Where was Shah Waliullah educ*tion?
2. What, according to Shah Waliullah, was the root cause of the downfall of Muslims of him time?

c).

1. Name one or two book, written by Shah Waliullah?
2. What according to Shah Waliullah gives birth to social evil among nations?
3. Invite the group's leaders to read the question first and then the answer.
4. Write the answer on the blackboard.

E.g

a. (i) Shah Waliullah was born in Delhi in 1703 AD

(ii) The battle of Paripat was fought between the Marathas and Ahmed Shah Abdali in 1761

5. Take the answer groupwise.
6. Make correction in the answer if needed.

Activity 2

1. Write the following words/verbs on the blackboard.
   Sit, move, lose, do, and bear.

2. Ask the students to write the nouns of the given verbs working in groups.

3. Invite the students to tell the nouns.

4. Write al the nouns on the blackboard and use these nouns in sentence if possible e.g.

   Sit---------- Seat
   Move------ Movement
   Do--------- Deed
   Bear------- Birth
   Lose------- Loss

Activity 3

1. Paste a chart of blanks on the blackboard.
2. Put the flash cards of the words on the table.
3. Invite a member from each group to read a sentence from the chart, and ask an other students to pick the right words and paste in blank e.g.
   Latif threw the ball through a window.

4. Repeat the same process for all the sentences.
5. Supervise and facilitate.

Self-assessment

Ask the following questions from the students.

1. What is the noun for the verb 'do'?
2. Where was shah Waliullah born?
3. The wound in his __________ was slow to __________ (Complete and fill in the blanks)

Content: <u>Teaching of writing story</u>.

Concept: <u>Grape Are Sour</u>

Specific: <u>Objectives</u>.

At the end of the lesson students will be able to: -

1. Write a story with moral.
2. Write a story with changed character.

Material Required.

1. Three different pictures related to a story.
2. Charts for writing story.
3. Blackboard, chalk, duster.
4. Out lines of a story.

Content

Basically story is the form of literature. It has some characters. For logical sequence it has a definite beginning and a definite end children are fond of listening stories from their elders. Most of the stories have a moral.

Title.

"THE FOX AND THE GRAPES "

A fox was wandering in a forest in search of something to eat. He was feeling very hungry and had not been eaten any thing since morning.

On the way he came to a vineyard. There were bunches of grapes but they were rather high, His mouth watered to see the bunches full of juicy grapes. He jumped to get hold of them but they were too high to reach. He jumped again and again but could not reach near them. He jumped as high as he could but it of no use. The bunches of grapes were out of his reach. At last he gave it up and went away, "I will not have these grapes," he said " I am sure they are sour and not worth eating. Had I eaten than I would have fallen ill.

Moral.

1. Grapes are sour.
2. People pretend to dislike things, which they are unable to get.

METHODOLOGY.

Activity 1

1. Invite the students to think about the story they know.
2. Ask two or three students to narrate the story in front of the class.
3. Ask other students about the effects of the story.

Activity 2

1. Paste the pictures of the story in sequence on the chalkboard for open discussion.
2. Develop the out lines for the story on the blackboard with the help of the students.
3. After discussing the story and writing out lines on the blackboard; divide th students into groups to complete the story.
4. Ask some members of the groups or group leader to present the story before th class.
5. Direct the others to cross the sentence he/she has spoken to avoid repetition.
6. Ask any group leader to present the remaining sentences about the story.
7. Write all the sentences on the blackboard.
8. Now arrange the sentences in logical order with the help of students.

Activity 3

1. Distribute the sheets of outlines among the groups.
   OUTLINES: - A miser loses a purse of a hundred piece of gold… in great distress________ seek advice_______ told that he must offer some reward______ announces reward of ten gold pieces __________ a few days later a former comes with purse_________ the miser changes his mind___________ refuses the reward_________ charges that the purse had ten pieces less___________ case goes before the Qazi.
   The Qazi hears both the parties___________ see through the game _________ gives the purse to farmer.

2. Direct students to discuss these outlines in groups and complete the story with the help of given outlines. Ask them to write the moral also.
3. Invite any group leader present their story in the class.
4. Supervise and facilitate their work.
5. Summarise this activity.

Final Activity.

Assign the task to the students to dramatise the story in the next period. Guide them and help them to write the dialogue.

CONCEPT: - TEACHING WRITING A LETTER.

Objectives

At the end of the lesson students will be able to: -

1. Write an informal letter.
2. Tell the parts of the letter.

MATERIAL REQUIRED

I. Different handouts of written letters,
II. Flash cards with questions for evolution.
III. Blackboard, chalk, duster.
IV. Chart with parts of letter.

CONTENT: -

Writing letter in English is not difficult but most of the students don't make any effort to write a letter.

For writing letter a special style is not usually necessary ordinary style is suitable. For writing letter in following things must be kept in mind.

1. Put your address at the top right corner. First write your house number, then street-name, and then town or village name. Here don't put your name.

2. Put the date under the address. There are several ways of writing dates e.g. 13.2.2003, 13th Feb; 2003; Feb 13,2003; Feb 13th, 2003 and February the thirteenth, two thousand three etc.

3. Put the 'salutation' (Dear Islam)on the left of the first line, not in the middle.

4. Short writing first sentence under the end of the person's name.

5. If you begin with 'Dear Sir ' or 'Dear Madam' then finish it with 'Yours Faithfully'
If you begin with person's name (Dear Fiaz) then finish it with 'Yours Sincerely' 'Yours'

METHODOLOGY

Activity-I

i. Divide the students in suitable groups.
ii. Give students handouts of the letters.
iii. Direct students to look at the forms of the letter.
iv. Now discuss with students the form of the letter.
v. During discussion write the parts of the letter on the blackboard.
vi. Ask questions about the form of the letter.
  a) How do you write the address?
  b) If you write salutation Dear Aslam, how will you finish it?

Activity-2

1. Write a simple letter on the blackboard.
   This letter may be to the father from a son for money.

2. Divide the class into two groups.

(i). Assign some groups to write a letter to elder brother for Rs.450/-because you are to pay examination fee.

(ii). Ask the other groups of the students to write reply from elder brother to younger brother.

(iii).Invite the group leaders for presentation.

(iv).Elaborate the basic structure of the letter.

NOTE: - Basically it is not easy to teach the whole lesson in a single period. You may continue it in the next period. Similarly you may take/adopt some new activities if you feel its need.

SELF-ASSESMENT: -

Distribute the flash cards among the pair and ask them to fill in the blanks: -

1. If you begin with Dear Sir, then finish it with_______________.
2. In writing address write first________ then_________ and_______.
3. In business letter we write the address of the person you are writing to _______________ side of the page.
4. Teachers direct students to wrote different types of letters as a home assignment.

CONTENT: TEACHING OF GRAMMER

Concept: Present Simple Tense.

SPECIFIC OBJECTIVES

At the end of the lesson, students will be able to: -

1. Tell the structure of simple present tense.
2. Narrate the different uses of simple present tense i.e. for habitual actions, and expresses planned future action.

MATERIAL REQUIRED

1. Newspaper cutting
2. Charts with written sentence
3. Blackboard
4. Chalks
5. Duster
6. Sheet for writing sentences from table.

CONTENT/KNOWLEDGE

The structure of this tense (Simple Present Tense) is:

(Subject + Verb (present form) + O) for positive sentences.

For negative and interrogative sentences, the structure is:

S+do/does+not+verb (Present form) and Do/Does+S+Verb (Present form)+Object

The common uses for the present simple tense are: -

1. It is used to express a repeated action which indicates present, past and future, e.g.

   He deals in cloth.
   How does he earn his living?

2. It is used to indicate habitual action e.g.

   We don't smoke.
   He gets up late.

3. It is used to express universal truth, e.g

   The sun sets in the west.
   Two and two make four.

4. It is used in Newspapers headlines e.g.

   Peace talks fail.
   P.M arrives in Karachi.

5. It is used in conditional sentences of type I e.g.

   If it rains, I will not go out

Concept: Teaching of Tenses.

Present Indefinite Tense.

Objectives.

At the end of the lesson, participants will be able to: -

1. Tell the structure of Present Simple Tense.

2. Tell the different uses of Present Simple Tense i.e. for habitual action, Universal truth, used in Newspaper headlines and expresses planned future action.

3. Apply present simple tense in their practical life.

Material Required.

1.Charts

2.Newspapers Cutting

3.Flash Cards

4.Blackboard

5.Glass Chalks

6.Chalks

Methodology:

Activity I (30 Minutes)

1. Tell the participants your daily routine e.g.

   I get up early in the morning. I go to bathroom and have a both. Then I go to mosque and say my Prayer. Then I recite the Holy. After reciting, I came back home and take my breakfast. After having breakfast I change my dress and say good-bye to my relation............. Etc.

2. Write all the key words on the blackboard.
3. Divide the participants in suitable groups.
4. Direct them to discuss about their daily routine in groups.
5. Supervise and play the part of facilitator.
6. Invite a few group leaders to come in front of the class and tell their daily routine.
7. Write the sentences on the blackboard spoken by the group leaders.
8. Elicit the structure of this tense with help of students.

   Subject + V (1st form) + O

9. Tell the daily routine of another group leader.... e.g.

   He gets up early in the morning. He goes to bathroom and has a bath. Then he goes to mosque and offers his prayer......................................
10. Now again make the involvement of the participants for the use of third person singular form of the verb.
11. Again elicit the use of the third person singular form of the verb with help of students i.e.

    He/She/it/Aslam + Verb (Third person form singular) + O
12. During this eliciting the structure of Negative and Interrogative sentence.... e.g. Thronging agreeing and disagreeing asking questions.

    I do not change my dress daily?
    Do you change your cress daily?

Activity II (20 Minutes)

For the practice. Ask the participants to develop the substitution.

Table 'A'

I We You They He She	get(s)up offer (s) change(s) study (ies) write(s)	early in the morning prayer in the mosque dress daily in Rabbor Public School a letter

'B'

I We Then You He She	do not does not	early in the morning prayer in the mosque dress daily in Rabbor Public School a letter

'C'

Do Does	I we they you she he	early in the morning prayer in the mosque dress daily in Rabbor Public School a letter

Activity III (20 minutes)

1. Tell the participants about the universal truth e.g.
   Two and two make four
   The earth revolves around the Sun.
2. Ask the participants to think about the some other universal truths.
3. Ask the group leaders to tell the Universal truths.
4. Ask other groups leaders of the participants to cross the Universal Truth the group leader has narrated.
5. Write all the universal truth on the blackboard and elicit the structure of the tense.

Activity IV (15 Minutes)

1. Give the participants the cutting of newspapers.
2. Ask them to go through the headlines of the newspapers sentence structure working i groups.
3. Ask the group leaders to read out the headlines of the sentence structure.
4. Assign participants to prepare some headlines of the newspaper.
5. Ask the group leader to readout the headlines before the class.
6. Readout only those, which other group leaders, have not narrated.
7. Summarise the structure of sentence in the Universal Truth.

Activity V (10 Minutes)

1. Ask the participants to think about the actions, which are happening at the actual present movement e.g. Aslam words hard.
2. Ask me group leaders to present the sentences they have written.
3. Summarise this use of Present Simple Tense.

Activity VI (15 Minutes)

1. Hold a glass and ask from Participants If I leave it what will happen?
   Write the answer on the blackboard i.e.
   If I leave a glass, it will break?
2. If you work hard, what will happen?
   Write again on the blackboard.
   If you work hard, you will succeed
3. If it is fine tomorrow, we shall go for a walk.
4. Elicit the structure of these sentences with the help of participants on the blackboard.
   If clause… Present Simple
   Dependent Clause. Future Simple
5. Assign participant to work in-group and prepare at least five sentences.
6. Ask the group leaders to present.
7. Summarise this activities i.e.
   The structure if this type of conditional sentence.

Final Activity (5 Minutes)

Summarise the different uses if this Tense.

Self-Assessment

Distribute the flash cards with questions.

1. He get up early in morning.
   (Correct the form of verb and write the name of use)

2. The sum set in the west.
   (Correct the form of verb and write its Negative and interrogative)

3. It smell bad
   (Correct the form of verb)

4. If you work hard, you'll succeed.
   (Correct it)